

*The Implementation of Indirect Corrective Feedback***THE IMPLEMENTATION OF INDIRECT CORRECTIVE FEEDBACK ON AL-FALAH JUNIOR HIGH SCHOOL STUDENTS' COMPOSITIONS****Machis Achyani**English Department, Languages and Arts Faculty, State University of Surabaya
machisachyani@yahoo.com**Ririn Pusparini, S.Pd., M.Pd.**English Department, Languages and Arts Faculty, State University of Surabaya
rm.puspa@gmail.com**Abstrak**

Feedback adalah bagian penting dalam proses pembelajaran menulis dengan menstimulasi siswa untuk menulis lebih baik (Bitchener & Knoch, 2008; Littleton, 2011; Mi, 2009; Purnawarman, 2011; Reigeluth, 1999). Dalam praktek *EFL* di Indonesia, *indirect corrective feedback (ICF)* adalah teknik yang sering digunakan dalam mengoreksi tulisan siswa karena dipercaya dapat menstimulasi siswa untuk menulis lebih baik. Oleh karena itu, menggunakan desain penelitian deskriptif kualitatif, penelitian ini bertujuan untuk mendeskripsikan penggunaan *ICF* pada karangan siswa dalam proses pembelajaran menulis deskriptif teks di SMP Al-Falah, menganalisa tulisan siswa, dan mengetahui respon siswa atas pengimplementasian *ICF*. Catatan lapangan menunjukkan bahwa guru sudah menerapkan *ICF* sesuai dengan prosedur yang diterapkan oleh Coffin et al (2003) and Hartshorn et al (2010). Selain itu, hasil analisa kesalahan dalam tulisan siswa menunjukkan bahwa mereka menulis lebih baik setelah *ICF* diterapkan. Sebagai tambahan, data dari kuesioner menunjukkan bahwa *ICF* membantu siswa dalam mengenali tipe kesalahan yang mereka buat dan bagaimana cara mengoreksi kesalahan sendiri. Kesimpulannya, *ICF* telah diterapkan dengan baik dan benar pada tulisan siswa karena terbukti efektif dan guru telah mengikuti prosedur yang dianjurkan oleh para peneliti sebelumnya.

Kata kunci: *indirect corrective feedback, karangan siswa, teks deskriptif*

Abstract

Feedback comes as a vital part in teaching writing process by stimulating students to write better (Bitchener & Knoch, 2008; Littleton, 2011; Mi, 2009; Purnawarman, 2011; Reigeluth, 1999). In the practice of *EFL* in Indonesia, *indirect corrective feedback (ICF)* is regarded as a preferable technique in providing correction on students' compositions for it is believed to be able to stimulate students to write better. Therefore, using descriptive qualitative research design, this study aimed to describe the implementation of *ICF* on students' compositions in the process of teaching descriptive writing in Al-Falah Junior High School, analyse students' composition, and gather students' responses toward the *ICF* given. The data from the field notes revealed that the teacher implemented *ICF* in such a way following up the procedures proposed by Coffin et al (2003) and Hartshorn et al (2010). Furthermore, the analysis of errors on students' compositions confirmed that they wrote better after the provision of *ICF*. In addition, data from questionnaire presented that *ICF* helped students recognise the types of errors they made and the way to provide self-correction. In sum, *ICF* had been well implemented on students' composition for it was effective and followed the procedures proposed by the previous researchers.

Keywords: *indirect corrective feedback, students' compositions, descriptive text*

INTRODUCTION

Writing related to *EFL* teaching and learning activity stimulates learners to think creatively by providing their idea composed in a composition differently to others. Besides, writing is also regarded as a tool to creatively consolidate the linguistics system to reach the communicative aim in interactive way (Boughy, 1997). Based on the idea above, it can be inferred that written work delivers writer's idea to the readers which means building communication. That is why, writers should be able to organise their

compositions well because their compositions will talk for them representatively to the readers and in the academic case the composition is not a better communicator that could adapt to any idea changes simultaneously like as when the writer speaks directly to state the idea to the audience.

In producing a good composition, a writer should recognise some components that should be well built in composing a written work. Heaton (1988) proposed five components of written work that should be used in producing a composition, they are language use as the ability to write correct and appropriate sentences,

mechanical skills which pay attention on the use of conventions peculiar to the written work correctly, treatment of content which concerns on the exploration of idea creatively, stylistic skill that assess writers' ability to manipulate sentences and paragraphs and use language well, and finally judgment skill that regards the ability to write in particular manner towards the specific purposes, audience and the ability to select, organise and order the relevant idea.

Instead of written work components, Heaton (1988) also proposed some rubrics in assessing writing. There, it is revealed that the language use comes as the third aspects after content and organisation. It means that language use in writing is one of important aspects that a writer should master even though it comes after both content that takes 30% and organisation as 20% for the scoring criteria and followed by vocabulary for 20% and mechanic for 5%. However, in producing good compositions, language use plays important role, as it takes 25% of writing rubric score which is higher than organisation, in catalysing the idea in order to be understandable for readers as it helps the readers to understand the content of the composition. In this case, language use indicates the writer's ability in building sentences and paragraphs. While building sentences means structuring words order into the grammatically correct sentences. Hence, in composing a good composition and creating meaningful sentences for an effective communication, the writer should be aware of the words arrangement in a sentence by following some kinds of patterns. For example, a sentence should be compounded from group of words that are bounded with at least one subject and predicate to express a thought (Brown, 1980). By then, grammar plays an important role in building good sentences by the aim to make an interactive communication throughout the compositions.

Language features, an aspect that build sentence grammatically correct, of a certain genre text is one of important aspects of writing that should be well achieved and applied in writing an interactive composition. It varies based on the genre of the text. Descriptive text is one of the genre texts which are taught in Junior High School level in Indonesia. As students acquiring the writing skill, they find difficulties in composing it as it is obviously found several errors in their composition concerning on its language features that belongs to the language use aspect of the text. In descriptive text, the language features such as the focus on the participant, the use of adjectives, the use of linking verbs, the use of attributive *have/has* and the use of simple present tense should be well used by the students portray the description of the objects such as sites, people, animal, etc, captured in the composition (D'Angelo, 1980; Gerot

& Wignell, 1994; Stanley, 1988). In the process of learning and acquiring the language features that a text requires, students may sometimes make errors that lead the readers to a confusion to understand what the composition actually means. Hence, there should be feedback given by the reader, in this case is the teacher in the drafting stage, to stimulate students writer to write better.

Without having corrective feedback (Nicol & Macfarlane-Dick), ones might never have any improvements in composing written work. In EFL context, CF is considered as an inherent part and crucial element in instructional design especially in writing skill, for it plays an important role in stimulating students to write better (Purnawarman, 2011; Reigeluth, 1999). Students frequently rely on the feedback either from teacher, peer, or self to write better. Several studies carried out that CF are helpful and effective in improving students' writing quality (Purnawarman, 2011). By having CF on their compositions, students will get three benefits: firstly, students will realise whether they write well or not (Littleton, 2011; Mi, 2009). Secondly, as students realise whether they do not write well, CF will help them correct the errors on their composition. Thirdly, CF does not appear only to mirror their level but also to encourage them to write better (Asiri, 1996).

In the practise of teaching writing in EFL context in Indonesia, English teachers use direct and indirect corrective feedback as the main means to correct grammatical errors in stimulating students to write better. These two types of corrective feedback distinct in the way it is applied on a piece of compositions. Direct corrective feedback (DCF) is given by indicating the errors and writing the correction forms on students' composition (Ferris, 2006). Whereas, indirect corrective feedback (ICF) is given by indicating, underlining, highlighting the errors without giving the correction form, by then, teacher gives students the chance to correct it themselves (Ferris & Roberts, 2001; Lee, 2004).

Commonly, teachers apply DCF in teaching writing intended to ease student understand and correct the errors. However, some English teachers apply ICF for they believe that exposing students to the errors they made and figuring out self-correction is a better way for students to learn writing better than providing correction on their composition instantly. Furthermore, they believe that the implementation of ICF is the best since it requires students to engage in the learning process and problem solving that promotes the reflection which is useful as to foster long-term acquisition (Bitchener & Knoch, 2008).

Looking forward to these difference perspectives, this study aims to support and emphasis the idea that ICF

is effective in stimulating students to write better by describing the implementation of teacher's ICF on Junior High School students' compositions. Besides, this study also investigated students' responses after the provision of ICF on their compositions. Students' compositions were also investigated to figure out whether students wrote better.

METHODOLOGY

Using a descriptive qualitative research design, this study was conducted in SMP Al-Falah Deltasari, Sidoarjo for the consideration that one of the English teachers implemented indirect corrective feedback and claimed that it worked out while others did not. Besides, the teacher also claimed that the students found it interesting using this type of feedback. A purposive sampling was done to draw the sample. Hence, twenty nine female students of seven-two class were chosen since they are believed to be able to provide the relevant information for this study.

This study employed three instruments: field notes, a set of questionnaire, and students' compositions. Field notes were used to collect the data about the way the teacher implemented ICF in the process of teaching writing descriptive text. A set of questionnaire was used to explore students' responses towards the provision of ICF. Then, students' compositions were analysed to investigate whether they wrote better after the provision of ICF. A qualitative data analysis proposed by Maxwell in Ary, et al (2010) was used in this study as reading, coding, categorising and reporting to analyse the data.

RESULTS

The Implementation of ICF

The observation in the classroom activity on descriptive writing revealed that the teacher implemented ICF in three meetings. In details, each activity took one meeting to assure that students were ready to write a composition. In every meeting the teacher set up pre-activity, whilst activity and post-activity. The field notes revealed that, in the first meeting on 23 April 2014, the teacher firstly explained the objective of the lesson and then set up Simon-says game about part of body. In the whilst-activity the teacher explained descriptive text about people in details yet interactive way. In the post-activity, the teacher instructed the students to write a descriptive text of one of the person in the class. Finally, the teacher invited some students randomly to describe one of their family members orally in front of the class and also reviewed what students had learned at that meeting to check their understanding about the materials delivered.

In the pre-activity of the second meeting, on 29 April 2014, the teacher did reviewing the previous

material. The whilst-activity was done through distributing students' drafts which were completed with ICF. Then, the teacher gave students time to look over their compositions and gave them chance to ask as if they found unfamiliar codes provided on their errors in interpreting the feedback. Afterwards, students were given 30 minutes to revise their compositions based on the feedback provided by the teacher. The post-activity was done through a guessing game. During the game, the teacher also did oral correction on students' performance. In closing the activity, the teacher did reviewing and asked students to bring a picture about their favourite public figures for the next meeting as it was the material in writing descriptive text about describing their favourite public figures.

In the third meeting, did reviewing the lesson and distributed students' revisions completed with its scores. Besides, the teacher also gave them time whether they had some complaints about their compositions. In the whilst-writing activity, the teacher showed a picture of Agnes Monica in the slide show and asked students to describe her through her physical appearance by looking at the picture. In the post-activity, the teacher gave students 30 minutes to write 10-15-sentence descriptive paragraph about the picture they brought as the final task. When they finished writing, the teacher asked them to submit it. The teacher returned it back to them at the end of the school hour completed with the provision of ICF.

Students' Responses

To explore students' opinion about the provision of ICF, a set of questionnaire consisted of 13 open-ended questions was distributed to 24 students available in the class and analysed. The first question was about their own point of view related to the activity of teaching writing in their EFL class. 18 of the 24 students did not like writing for they thought that it is difficult and uninteresting. While, 6 students like writing for they thought that it is enjoyable and it can expand their knowledge. Then, question 2, 3, 4 and 5 was set up to figure out what difficulty they frequently face in composing a written work. These questions revealed that most of the students who were reluctant to write said that they were lack of vocabulary and grammar mastery.

Afterwards, question 6 to 8 was set to gather the data to point students' view on the implementation of indirect corrective feedback. The questions revealed that the teacher did circling and giving code on the errors without providing any correction forms upon the errors. The next question, number 9, was set to acquire students' feeling about the feedback provided by the teacher on their compositions. The questions showed that 21 students said that the ICF was helpful to recognise and revise the errors they made while 3 other students said that the ICF

was not useful since they still got confuse on it and believed that the teacher should have put the correction forms of the errors.

Then, question number 10 was set to know whether students remember the errors they made and the correction to the errors. Fourteen students said that they seldom remember the errors and the correction on it while 10 other students remember it. Question 11 was given to ask whether students would repeat making the same errors in the next writing session. Ten students said that they would not repeat making the same errors, 8 of them said that they would sometimes repeat it and 6 others said that they still repeat it.

Question 12 was designed to know students' point of view on whether or not written ICF should be provided on students' compositions. All students said that ICF should be provided. The last question was aimed to know whether the provision of written ICF helped them in writing. It was revealed that of 24 students, 23 of them confidently agreed that they were helped by the provision of written ICF given by the teacher. They said so since they thought that the feedback they gained was clear, so they could understand more and would not make the same errors, until finally they could learn lots of things from the feedback to write better. However, there was one student who did not really think that the feedback helped her. This was due to her lack of understanding toward the feedback the teacher provided.

Students' Compositions

Finally, to find out whether students wrote better after the implementation of ICF, students' compositions were analysed representatively based on the category proposed by Heaton (1988). The first category, excellent to very good, was represented by student 23's draft for she got 21 of 25 points in terms of language use

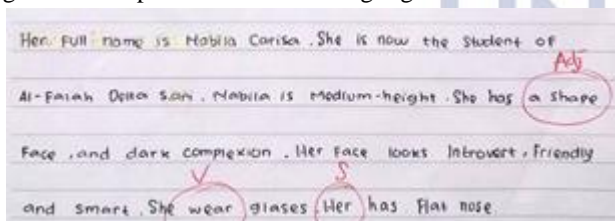


Figure 1 Student 23's draft

In this example, students 23's draft, the teacher did circling on the verb *wears*. Circle was put there because student 23 missed the segment *s* of the verb since the subject of the sentence is the third person singular *she*. And then, the teacher put a code as *V* there to indicate the type of the error. Next, the teacher did circling on the word *a shape* on the sentence *she has a shape face*. In this case, student 23 failed to put the right adjective in describing the face of the subject. Hence, there the teacher put a circle and a code as *Adj* to help student 23 to do self-correction. Another circle was found indicating

that student 23 missed the use of *Subject* in constructing a verbal sentence. Hence, the teacher put circle on the word *her* and a code as *S* on the error to ease student 23 correct it herself.

The second category, good to average, was represented by student 6's draft since it got 19 in terms of language use.

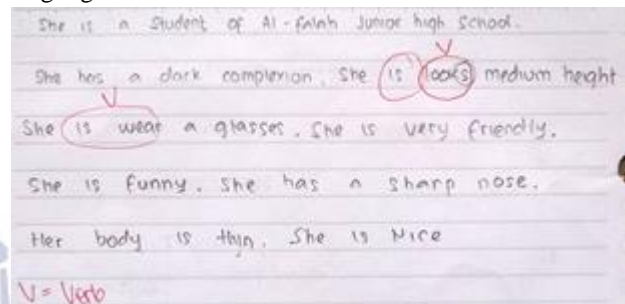


Figure 2 Student 6's draft

By looking at the draft above, we could simply realised that the teacher did circling in three points as first, on the use of linking verb *is*, second, in the use of the base form verb *look* and finally on the use of linking verb *is* and the base form verb *wear*. The errors made by student 6 were similar. In this case, student 6 failed to construct non-verbal and verbal sentences in describing the subject's physical appearance. There, the student 6 wrote *She is look medium height*. It should be a non-verbal sentence where the writer should not put a verb after the linking verb for the presence of the adjective in describing one's physical appearance. Hence, the teacher put circles on both *is* as the linking verb and *look* as the verb and put different code on each error.

Besides, the teacher also did circling and giving code on the words *is wear* since the student constructed a verbal sentence that described one's physical appearance. It could simply be implied that student 6 failed in constructing a verbal sentence for she put a linking verb before the verb. Instead, she had to put segment *s* at the end of the verb for the subject is the third person singular *she*. Hence, it was aimed to help student 6 to figure out the easy way in providing the correction form of the error.

The third category, fair to poor, was represented by student 17's draft for she got 14 of 25 points in terms of language use in writing descriptive text.

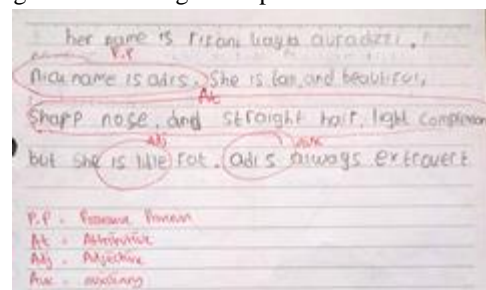


Figure 3 Student 17's draft

In the figure above, one of error types made by student 17 concerned on the use of attributive *have/has*. It could be seen by the code *At* provided by the teacher in indicating an error concerning on the use of attributive *has*. There, the student missed the use of subject and attributive *has*. Therefore, the teacher did circling in such a way in the whole sentence to indicate the location of the error and put a code to ease student 17 find the correction form of the errors.

In revising their works, students were helped by the highlighted and coded errors to do self-correction. Revising was simply done to figure out whether students were able to do self-correction. This was in line with the studies conducted by Ferris and Roberts (2001) Ashwell (2000) and Fathman and Whalley (1990) that required students to revise their compositions rather than composing a new piece of written work. Here are some examples of the way the teacher provided feedback on students' compositions.

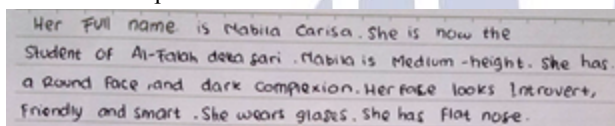


Figure 4 Student 23's revision

Related to the draft, in this analysis, the work of student 23 was used to represent the excellent to very good category. From the figure 4.4, we could infer that student 23 did not commit any errors. Hence, it can be concluded that student 23 did not repeat making the same errors since she could provide the correction forms of the errors she made in the drafting session.

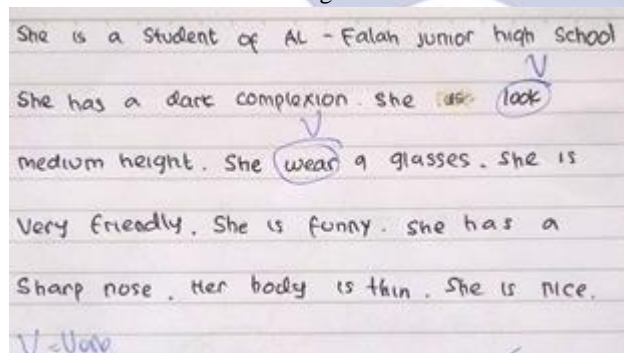


Figure 5 Student 6's revision

Another example of student's revision belongs to student 6 for it is the representative of good to average category since she got 19 points both in drafting and revising session. By looking at the figure 4.5 above, related to her draft, student 6 might get confuse in revising her draft. It could be inferred from her revision that she repeated making the same errors on the use of base form verbs in constructing verbal sentences. This matter of fact might be the result of misunderstanding on the feedback provided by the teacher or the lack of prior knowledge about grammar mastery that was used in

writing descriptive text so that student 6 did not provide the correction forms of the errors she made in the drafting session.

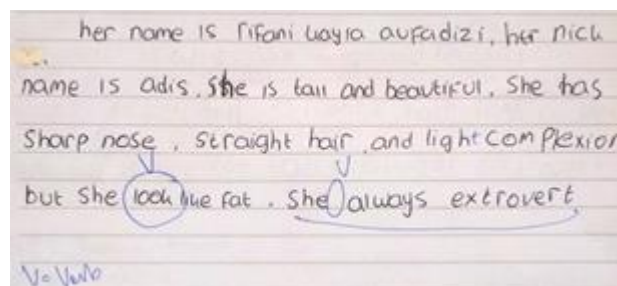


Figure 6 Student 17's revision

The next example of student's revision belongs to student 17. Her work was chosen to be the representative of fair to poor category since she got 14 points in drafting and 20 points in the revising session concerning on the use of language use in writing descriptive text. From the points she got in revising session, it could be inferred that she wrote better in revising session for the provision of the indirect corrective feedback by the teacher. That is why she also got better score in the second meeting.

In drafting session, student 17 made several errors on the use of adjective, attributive *has* and linking verb. However, in her revision, we could only find two errors concerning on the use of base form verb and linking verb. In the figure 4.6 above, we could infer that student 17 made errors on the use of base form verb for she missed to put segment *s* at the end of the verb as the subject was the third singular person *she*. Besides, she also missed the use of linking verb *is* before the adjective in describing one's personality. In conclusion, it was revealed that students' revisions are better than their drafts though there still some students made similar or different errors. It seems that the feedback given by the teacher worked as most students found it was easy to correct errors they made by ICF provided by the teacher.

After students' revisions, students' final task should be analysed. The first category, excellent to very good, is represented by student 23's final task for she got 22 points in terms of language use in writing descriptive text.

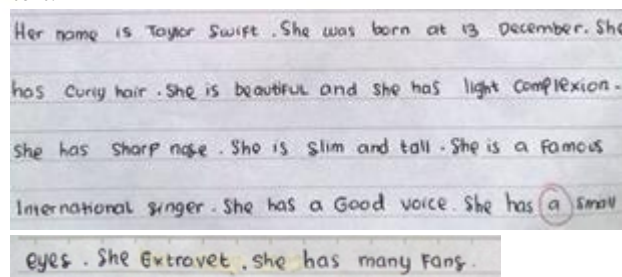


Figure 7 Student 23's final task

In her descriptive writing about her favourite public figure, student 23 made some errors on the use of linking verb and article. The first error she made

concerned on the use of English article *a*. There she wrote *She has a small eyes*. This sentence might mean *She has slanted eyes*. However, in terms of language use, the presence of English article *a* in the sentence *she has a small eyes* was indicated as an error. There might be a misconception about pluralisation so that student 23 put an English article *a* there. Besides, she also made another error about the use of linking verb in the last line. The teacher might miss this last line since it was written in the next page. In this type of error, student 23 wrote *she extrovert*. Then, it could be inferred that she missed to put a linking verb *is* before the adjective.

Another example of student final task from category good to average belongs to student 6 for she got 19 points in drafting and 23 point in final task in terms of language use in writing descriptive text. The points she got shows us that she wrote better on the meeting after drafting and revising where she got ICF on her draft and revision.

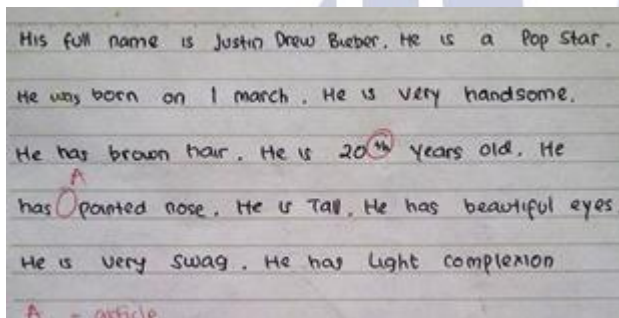


Figure 8 Student 6's final task

Previously, student 6 made several errors in drafting and revising session. However, in producing her final task, she did not make any errors about the language features of the genre text. That is why it could be concluded that she wrote better than before after drafting and revising stage where indirect corrective feedback was provided by the teacher.

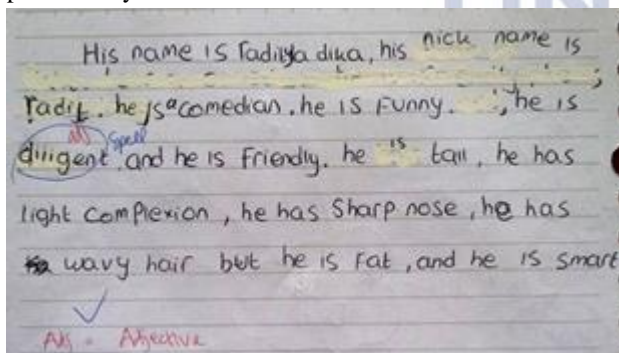


Figure 9 Student 17's final task

The next example of student's final task that represent fair to poor category for she got 14 points in drafting and 23 points in producing final task in terms of language use. The errors she made previously seems now to have reduced in producing final task for she only made an error on the use of adjective. In this case, she only did

misspell. She wrote the word *diligent* as *diiigent*. It might occur for the sake of careless word writing. Hence, we can infer from the figure above that student 17 wrote better than before. In conclusion, most students wrote better after the implementation of ICF. Though there still several students made errors, the numbers of errors in their compositions were decreased in the final task.

DISCUSSION

Based on the results showed above, it can be inferred that the teacher followed the procedures proposed by Coffin, et al. (2003) and Hartshorn, et al.(2010). Since then, the teacher has implemented ICF in teaching writing well since she followed the procedures proposed by previous researchers. In step 1, pre-writing, in this pre-activity the teacher always reviewed the previous materials and explained what was going to be the day's content in the three meetings. She also did brainstorming through some games. This step was in line with the first step of procedures proposed by Coffin, et al. (2003) which set up generating students' ideas before going to the planning stage.

In step 2, planning, before going to the drafting stage, in each meeting, the teacher explained about descriptive text and to reassure that students got the point, she also did some games to assess their understanding indirectly. followed up stage that was proposed by Coffin, et al (2003) through mind mapping way.

Step 3, drafting was always the post activity in three meetings. In this stage, the teacher asked students to write a 10-15 sentenced paragraph describing someone. Afterwards, the teacher set some games orally to figure out students' knowledge after being taught descriptive writing. This drafting session was similar to what Coffin, et al (2003) proposed in the step 3 or drafting session and similarly proposed as the first step in the procedures described by Hartshorn et al (2010).

Step 4, ICF provision by the teacher, this step was done in each of the three meetings to help students did self-correction. This was the vital part where the correction affected the way students did self-correction on the errors they made. This feedback provision session done by the teacher was similar to the step 4 proposed by Coffin, et al (2003) as reflection session while Hartshorn et al (2010) proposed it as the second step in the process of teaching writing.

Step 5, after providing students compositions with ICF, the teacher returned their works on every next meeting as the last step in teaching writing in each meeting. After returning students' compositions, the teacher gave them some times to look over the correction. This session was in line to what was proposed by Coffin,

et al (2003) as the sixth step in the cursive cycle of writing process while in the procedures proposed by Hartshorn et al (2010), it was described as the third step which students did revising on their drafts.

The questionnaire revealed that, first, students who do not like writing activity in EFL class found it difficult to write in English since they do not master the English grammar very well and either have a good vocabulary size. Some others argued that writing is uninteresting activity. However, six students who like writing also argued that it is difficult to write since they are required to use the appropriate grammatical sentences in writing. Hence, it could be concluded that grammar and vocabulary size seems to be the burden for them in writing. That was why the teacher provided indirect corrective feedback only focused on selective types of errors concerning about the language use of the genre text. This such a way done by the teacher was similar to the procedures offered by (Lee, 2008).

Second, the questionnaire revealed that the teacher provided indirect corrective by doing circling and giving code upon the errors. This was similar to the procedures done by Ferris and Roberts (2001) and Robb, et al. (1986). It worked such as a guideline in discovering the types of the errors and the correction forms that should be put there to replace the errors by engaging them in the process of learning and acquiring second language unconsciously. This argument was similar to the theory that indirect corrective feedback engages them in the process of learning and acquiring language unconsciously (Ferris, 2003; Ferris & Roberts, 2001; Frantzen, 1995; Lalande, 1982).

Third, students agreed that they were helped to figure out the errors they made and what type of correction forms they should write in revising their draft. Besides, most of them argued that this type of feedback help them a lot in writing by reminding them not to redo the same types of error over again. This argument shows us how indirect corrective feedback works and students' response towards the provision of indirect corrective feedback. This data may support the previous studies conducted by Ferris and Hedgcock (2005) and Leki (1991) that revealed students preference in the provision of indirect corrective feedback since students admitted that they learned a lot through finding out the correction forms of the errors they made by the guidelines of indirect corrective feedback.

The last data that is used to answer the third research question are students' compositions. In composing descriptive text, students made several errors concerning on the use of the language features of the text. Besides, the errors they made commonly concerned on the use of language features of the text. This results

proves us that human learning is fundamentally a process that involves the making of mistakes and errors (Brown, 2007).

In order to stimulate students to write better, appropriate feedback is needed. Feedback occupies students to play a central and active role in learning process and they are actively involved in it (Nicol & Macfarlane-Dick, 2006). Furthermore, feedback that involves students engaged to learning process will be able to stimulate them and foster to be a long-term knowledge that could help students remembering errors they made previously and avoid its presence in the upcoming writing productions. In analysing the data, the researcher found that the result gathered from documentary analysis of students' compositions revealed that the numbers of errors made by students were reduced after the drafting session especially after the teacher provided students' compositions with indirect corrective feedback.

The reduction numbers of errors in the drafting and revising session may be related to the provision of indirect corrective feedback while the decrease of errors numbers in final task as the new composition indicates that the feedback provided may have a long-term effect on students' compositions that may lead them to write better than before (Beuningen, Jong, & Kuiken, 2009; Bitchener & Knoch, 2008; Purnawarman, 2011). However, this feedback did not work on every student who attended the class. Some students still made the same errors in revising and even in the final task. This is due to their prior knowledge which may derive them to make any more errors. Instead, students who still made the same errors might find difficulties in providing the correction forms of the errors they made due to the limited of their prior knowledge about the case of the error.

From the results showed above, it could be inferred that it is better to provide students' compositions with indirect corrective feedback for it is effective in reducing students' errors and stimulate them to write better (Purnawarman, 2011). In addition, towards the questionnaire distributed to the students, it is found that students tend to need this type of corrective feedback since they were helped to reckon the errors they made through the circling done by the teacher and also they felt it easier to give the correction forms of the errors for the teacher provided code right upon the errors they made. Instead, students were also helped to remember types of errors since they were engaged to provide the correction forms so that they will not do the same errors over again. This idea was also supported by students' compositions which showed the decrease of errors made by the students. To sum up, indirect corrective feedback

provides students some way to monitor themselves through the error highlighted and code given by the teacher so that they could provide the correction forms of the errors they made themselves. In this way, they are actively engaged in learning process that may foster a long-term language input that is beneficial for them.

CONCLUSION AND SUGGESTIONS

Conclusion

This study concluded that the ICF provision conducted on students' compositions to the seventh graders of Al-Falah Junior High School by the teacher was in line with the procedures proposed by Hartshorn, et al (2010) and Coffin, et al (2003). Also, the questionnaire set by the researcher revealed that most students were interested in writing after the implementation of ICF for it helped them recognise the errors and ease them do the self-correction and help them remember the types of errors they made so they would avoid making the same errors. Furthermore, in analysing students' works, the researcher found that ICF implemented made 21 from 28 students wrote better in the final task.

Suggestion

Considering the benefits of ICF in teaching writing, it is suggested to other researchers to develop this study by exploring this type of feedback on the other topics and level of writing and also other level students to find it beneficial. Other researchers can also explore the study by combining several types of written corrective feedback so that it will be more applicable and effective. However, in evaluating students' written works, teacher is in need to provide appropriate and clear feedback to avoid students' misunderstanding, so that they could write better. Moreover, considering the different levels of students' prior knowledge, it is suggested that teachers should be more creative in the process of teaching writing, for example by using media to engage the students.

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